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The Teacher Education Cooperative Program, begun in 1965-66 at New Mexico State University, provides capable students with invaluable experiences in the work and study phases, as well as an opportunity to finance their education. The work and study phases alternate, each approximately 6 months long. The curriculum for the study phase consists of the general education requirements of the University. The curricular experiences that accompany the work phase constitute two-thirds of the professional preparation of the cooperative students. A sizeable proportion of the students enrolled in the program are Mexican Americans who might not have been able to attend college without some financial assistance. They thus have the opportunity to contribute to bilingual cultural understandings of the Mexican American. Various career advantages are available to all the students in the program. (CM)

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THE BLUEPRINT POTENTIALS OF THE COOPERATIVE TEACHER EDUCATION PREPARATION; UTILIZING THE TALENTED MEXICAN AMERICAN

BY

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Prepared for the Conference on Teacher Education for Mexican Americans

New Mexico State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE BLUEPRINT POTENTIALS OF THE COOPERATIVE PROGRAM IN TEACHER EDUCATION

Although there is no intent here to prescribe a total cooperative program in teacher education for other institutions, there are implications which are derived from experience which can be communicated to interested persons.

There has been a sizeable proportion of students of Mexican American extraction who have participated in the program. For that reason a particular pertinence to the current conference exists. After the program is described, the contributions of this group of students are included.

THE NMSU COOPERATIVE PROGRAM IN TEACHER EDUCATION

"The cooperative program is a work-study organization for preparing teachers. The selected student is capable and highly recommended and has chosen teaching as his career goal. Major work and study phases are alternated during a four-year period. The general education requirements and the teaching field preparations do not differ greatly from the regular college requirements. These disciplinary requirements are met in the study phases of the program. The professional education requirements are experimental and are integrated with work phases while the student is assigned in cooperating public schools.

"The co-op student has a unique opportunity to earn his degree in four to five years and to pay for his education from his work phase earnings. His beginning hourly wage is $1.65. [Now $1.90.] He may earn approximately $5,400 in the four years. Students enroll for a study phase during the summer session following their selection as teacher education cooperative students. They alternate study and work phases for the next eight semesters (four years) and attend the intervening summer sessions in study phases. Each semester, half of the cooperative students are in a study phase and the other half are in an experience phase.

"Cooperative students are nominated by public school principals or counselors if they have a B high school average, possess personality characteristics which give evidence of maturity, industry, and high moral standards, are committed to a career in teaching, need financial assistance (as defined under Title I-C of the Economic Opportunity Act) and submit ACT scores which validate the B average.

"An evaluation board informs the cooperative student of his selection and an agreement is signed. Special orientation periods are scheduled to acquaint the student with his responsibilities and privileges before each of the phases in his preparation. As the cooperative student lives in the dormitories and is a fully accredited student in all phases, food and housing, loans, advisement, and registration are part of his orientation. All financial arrangements, including the banking and withdrawal of funds, are made clear at the outset.

"Study phase students carry an 18-semester-hour load in the academic year and a 9-semester-hour load [now 12] in the summer session. These academic demands are heavier than those recommended ror the typical student, but these students are capable of more rigorous assignments.

heavier than those recommended for the typical student, but these students are capable of more rigorous assignments.

"The work phase activities are still experimental and are quite flexible. In general, the activities of the first and second phases would be described as non-teaching tasks, and the third and fourth phases would be described as participatory and teaching tasks. Students are assigned to a particular school for the work semester. Activities of the first year, such as the preparation of curriculum materials, library services, collection of money, recording and record keeping, are analyzed and integrated into the two seminars [now one] held each week on the campus. Co-op students maintain a log of all duties that are performed. Field supervisors employed by the College work closely with the teachers and principals of the cooperating schools to maintain working and learning conditions at a productive level during the work phase."[1]

This description is a resume which will be expanded through the ensuing discussions. The essential elements are noted, however.

When the program was planned for its beginning in the 1965-1966 academic year, the intent was to improve teacher education through an experimental program which could furnish data to support change. Even before the program was initiated it became quite evident that the "human element," the students who were to participate, were central to the issues of the program. From the outset, the selection of these talented young people, the segments of society from which they come, and the students themselves have been and will continue to be the essence of worth.

The restrictions of "need for assistance," as defined by college work-study programs, have ordained that these individuals must come from that segment of society that has been described as economically disadvantaged. The economic limitations have generally proved to be the only disadvantage and it has been relegated to its proper prospective—a selection variable.

"These students see the teaching profession not only as their first career choice, but also as an economic step up into teaching. They come from small and large communities. Some have been members of welfare families. Others are from large families. These comments are not to discredit the calibre of student, but rather to deal with the hard facts of economic limitations. Strangely, not too much attention has been given to this talent, but it has proved a fertile source of supply for the teacher education program which is the case in point.

"The opportunity to earn the money to finance a college program is a valuable asset to a developing independence in these students. They need not worry that they are a burden on their parents. They can concentrate on acquiring an education. In the process, their dedication to a career in teaching seems to be reaffirmed and solidified. They communicate to their fellow students their justifiable pride in earning their own way.

"There is little evidence of a 'need' stigma. Without encouraging a false pride, they are labeled properly when labeling is in order. These students are academically able. They know it and try to demonstrate it. They were selected. They know it and why. They have chosen a profession where they can serve a most worthy need in society, and they are encouraged to see worth in their career potential."[2]

The positive assets, the students' personal and academic talents, their initiative and industry, their unique background of understandings, their sacrifices, and their dedication to the worthy service–profession of teaching–have been emphasized as these kinds of factors should be clearly and distinctly made significant.

The talent issue has two major facets: (1) the conservation of talent that might otherwise be wasted; and (2) the encouragement of students with academic talent into teacher education. Both the philosophic considerations and the experience in the cooperative program have been stated.

The Conservation of Talent

"When John Donne wrote '. . . any man's death diminishes me, because I am involved in mankinde . . .,' it seems quite likely, in view of the orientation of his *Devotions,* that he was not concerned primarily with only the physical loss. Those more recent writers whose solicitude for the conservation of human resources has been a primary motivation seem also to deplore the societal deprivation when there is a failure to capitalize on human potential. For those who prefer the Biblical reference, there has been a long-time import given to the waste of the idle talent.

"It is hardly enough to deplore the loss of human resources when something can be done about it. The concern of the teaching profession must extend beyond the teacher potential to the talents developed in the learners. [Here are] . . . ways that talents of young people who are being graduated from high school are being conserved and how the teaching profession can compete successfully for outstanding talents for education."[3]

"There are 43 young men and women on a college campus today who, by all the rules of ordinary expectations, should not be in a college program anywhere nor even have the hope of pulling themselves out of the morass of economic deprivation. All of them are able students who have won accolades from their high school teachers and principals. Moreover, these fine young people have already dedicated themselves to a career in teaching. Many of them will return to the environments from which they came to open to others the doors that lead to productive citizenship and service to society."[4]

Talent for the Teaching Profession

While the assumption that the college academic potential of a student is or should be the only factor in the selective recruitment of students to become teachers has little data to support it, there are certain assumptions about the academically able that seem to be pertinent: (1) they can carry a heavier academic load; (2) they tend to succeed to a greater extent in the stress of a rigorous program; and (3) they are more likely to go on to more advanced preparation. With these variables as considerations coupled with a firm conviction that talent is desirable in the teaching profession, the "wooing" of talented recruits was begun.

"The federal government offers student-trainee appointments through cooperative work-study programs in the Civil Service of the United States to college-bound high school graduates and college undergraduates in at least 14 professions and not one in teacher education.

"This neglect of the 'mother of all professions' may well be the major educational tragedy of the Twentieth Century. A most significant question is: 'Why should these other professions be placed in a more advantageous position to attract and recruit talent at the preparatory level—especially since they may be more competitive in a material sense at the entrance to employment?'

"Justification for such a penalty is difficult to find. Colleges and universities have done an effective job in helping business and industry find bright, promising students. However, these same colleges and universities have failed and are currently failing to provide the teaching profession with enough bright and promising students for the teaching positions to educate the potential engineer, scientist, doctor or teacher.

"Who will perform the task of teaching is one of the most critical problems facing citizens of this country. Teacher supply is below the demand level every year. But an adequate number of teachers is only part of the problem. Competing for the talent is primary and every parent wants and has a right to expect that a capable individual will teach his child.

"Lawrence S. Derthick, while United States Commissioner of Education, speaking before the sub-committee of the Committee on Appropriations of the United States House of Representatives in 1960, described the importance of this gigantic task as follows:

> Thus we believe, Mr. Chairman, that from our unique system of democratic education, which has no counterpart on earth, we can reap an almost mystic yield—the product of which creates markets, magnifies industry, and multiplies the fruits of freedom in terms of improved health, better government, higher standards of culture, and a greater appreciation of human dignity. But let us never forget for one moment the seedbed from whence our harvests come. Our schools must be maintained and nurtured by constant striving, toil and sacrifice. Should we fail them, we will not reap a harvest of good, but rather a whirlwind of chaos and destruction.

"And if we continue to ignore teacher education needs in the competition for talent in such potentially promising areas as cooperative work-study and other programs, we might 'devour the seed corn' which undergirds the harvest."[5]

"At a time when John Gardner and others are sounding a call for talent in the classroom and when all the competitive professions are pleading their needs before the oncoming generation of talented youth, the teaching profession must take positive steps to attract the raw ability it needs. In view of the present great demand for intellectual potential, it should be of considerable significance that 43 talented young people are not only on a university campus but are committed to and preparing for teaching."[6]

"The teaching profession must search for and encourage young people of ability to enter the profession. The search has been more profitable when sources that frequently are ignored can be tapped. This, in part, is what has been done in the Cooperative Program in Teacher Education."[7]

Preparing the Talented for Teaching

"While the competition for talent is basically important, what one does with the latent is even more essential. Although one cannot contend universally that superior students thrive on demanding activities, the program in which co-op students engage is deliberately rigorous. The rationale of these experiences is that more talents will be retained through challenge than will be lost by failure of the students to find motivation in an exacting experience. Considerations of rigor are both quantitative and qualitative.

". . . talented young people need special programs. They must be challenged by the academic pursuit and they must be challenged by the ideals that they seek to serve. It defeats the purpose if you locate the youth only to lose him. As Earl Armstrong said:

> Regardless of how promising a teacher education curriculum is developing the competencies which a teacher will need, it will be ineffective unless able students take it. Able students are inclined to look critically at any curriculum. They want to know not only how well the curriculum will equip them to perform as professional persons, but also how well it will equip them for life outside the profession. They realize that if they are to progress in their profession, they must be respected by people outside the profession."[8]

The Study Phase Curriculum

From the outset, there was no intent to reduce the rigor of the general education program, nor to change the depth of the specializations (the first and second teaching fields) for these students. The general education program of the College of Education had recently been studied by the faculty and had been upgraded in its flexibility and comprehensiveness. It was necessary to realign the order in which some courses were pursued because of the alternating study phase and work phase semesters.

The general education requirements as described in the Undergraduate Catalog[9] are as follows:

a. Behavior Science and Study Skills Area
   - 1 introductory course in general psychology 3
   - 1 introductory course in effective reading and study 2

b. Fine Arts Area
   - 1 cultural descriptive course in art, music or drama 3*

c. Health, Physical Education and ROTC Area

   Women
   - 2 designated basic activities for women plus 2 activities . . . 4
   - 1 health education course 2

   Men
   - 2 designated basic activities for men 2
   - 4 designated ROTC 6

d. Language Arts Area
3 introductory courses in English composition/rhetoric, literature courses 10
1 introductory speech course 3

e. Mathematics Area
1 introductory college mathematics course 3-4

f. Science Area
3 introductory science courses with laboratory from the following areas with at least one representative course from the physical sciences and at least one representative course from the biological sciences:
(a) astronomy; (b) biology; (c) chemistry; (d) geology; (e) physics 12

g. Social Science Area
2 courses in American history 6
1 introductory course in either sociology or anthropology 3
2 courses selected from the following areas:
(a) sociology; (b) economics; (c) government; (d) world history; (e) European history; (f) anthropology; (g) philosophy; 6

TOTAL 57-60

*Elementary majors will have this requirement waived if they take art, music, or drama for the elementary teacher.

The teaching fields for secondary majors are usually composed of a first field of 36 semester hours and a second teaching field of 24 semester hours. Some prospective secondary teachers, particularly those in vocational agriculture, vocational home economics, business education, and social studies, prepare with a broad field of 54 semester hours or more.

The first teaching field for elementary majors is composed of special courses offered by the several University disciplinary departments under the broad title of the "subject matter of the elementary school curriculum." These include two to three semester hours in six of seven of the following subject matters: art, mathematics, music, language arts and reading, science, social science, and physical education and health. A minimum of 24 semester hours is required, but the minimum is frequently exceeded. The second teaching field for elementary majors is a separate subject matter requirement from a single discipline or a broad field. Recommended disciplines include mathematics, English, social studies, and a single field of science. The second field also requires a minimum of 24 semester hours.

The pattern of study by semester is presented in Figure I.

FIGURE I
Schedule of Semester Hour Requirements [10]

First Year		
Work Semester	Study Semester	Summer Session
4	17-18	11-12
Second Year		
Work Semester	Study Semester	Summer Session
4	17-18	11-12
Third Year		
Work Semester	Study Semester	Summer Session
4	18	12
Fourth Year		
Work Semester	Study Semester	Summer Session
4	18	12

The Work Phase Curriculum

The curricular experiences that accompany the work phase constitute two-thirds of the professional preparation of the cooperative students. The students elect an additional 8 semester hours of professional education course work to bring the professional course work required to a total of 24 semester hours.

It seems relevant to note that the professional curriculum for the students enrolled in the Cooperative Program in Teacher Education has developed as the program has progressed. That the first year professional course bears little resemblance to the present course and that there is a dynamic character undergirding each group's experience is only to admit the experimental nature of the enterprise. The decision was made early to avoid practicing in error even at the price of somewhat different experiences for the learners as new groups entered the program. It is fair to admit that the implementation of the program was an attempt to provide different professional experience. This concept is not a condemnation of professional education nor to be construed in that fashion. It is, rather, a recognition that the students were different, the experiences were to be different, and the situation demanded differences. In the beginning it was not so easy to be different.

The Curricular Rationale

These statements more nearly communicate the curricular rationale at this writing than they describe a pre-experience set of goals or purposes. Some of the concepts were preliminary; some were dictated by experience; and some are cognitive developments. The preparatory curriculum is designed:

1. To appeal to the talented clientel of the program by demanding rigorous intellectual involvement.
2. To capitalize on the extensive laboratory experience of the work phases.
3. To promote relatively immediate reinforcement of professional understandings and skills through the work phase laboratory.
4. To cut across the traditional sub-areas of professional knowledge (orientation, educational psychology, philosophy and sociology, methodology, guidance, and student teaching) course work.
5. To produce a vertical experience with knowledges, understandings, and skills in deliberate contrast to the typical horizontal year-by-year course arrangement in professional subject matter.
6. To encourage a demonstration of superior teaching techniques by the professional staff.
7. To utilize a coordinated team teaching approach to exemplify the desirable professional behaviors.
8. To guarantee the individualization of needs and interests—in part by class sizes of no more than 20 students in a core of courses constituting at least two-thirds of the professional study.
9. To maintain flexibility of organization and content in the professional study.
10. To involve the students in active self-evaluation and in professional experience evaluation.

Although a listing of the areas of experience in each of the four professional core courses does not totally explain the curriculum, space requirements in this paper restrict the presentation to such a procedure. It is hoped that such a presentation does give a generalized feeling for the professional content.

The first-year course is entitled Internship I—Orientation to Education and Teaching. It is described as an "introduction to public education and teacher tasks and responsibilities." It includes the following:

Area of Instruction	Clock Hours
Orientation—Roles—Requirements	3 1/2
Manuscript Writing	3 1/2
The Elementary School	3 1/2
Child Psychology	10 1/2
The Profession—Orientation to Self-Evaluation	7
Self-Evaluation Tests	3 1/2

Area of Instruction (continued)	Clock Hours
Children's Games—First Aid	3 1/2
Audiovisual Aids	14
Human Relations	3 1/2
Self-Evaluation—Test Interpretations	1 3/4
Agencies in the Schools	1 3/4
Final Test and Evaluations	3 1/2

The second-year course is entitled Internship II—Educational Foundations. It is described as "the psychological, philosophical, sociological, and legal bases of education." It includes the following:

Area of Instruction	Clock Hours
Orientation—Roles—Requirements	3 1/2
Legal Foundations—Roles in the Schools	3 1/2
The Secondary School	3 1/2
Social Foundations & Cultural Setting	10 1/2
Teacher Competence	3 1/2
Reproduction of Instructional Materials	3 1/2
Curriculum Materials	3 1/2
Curriculum Materials Use	3 1/2
Adolescent Psychology	10 1/2
Curriculum Construction	3 1/2
Methods	3 1/2
Final Test & Evaluation	3 1/2

The third-year course is entitled Internship III—Methods and Student Teaching. It is described as "classroom planning, curriculum development, teaching techniques and application." It includes the following:

Area of Instruction	Clock Hours
Orientation—Roles—Requirements	3 1/2
Individual Differences and Behavior Patterns	10 1/2
Tutorial and Small Group Teaching	3 1/2
Guidance Services	3 1/2
Educational Tests and Measurements	10 1/2
Applied Educational Psychology	7
Constructing Units for Classroom Use	7
Classroom Management and Methods	7
Final Test and Evaluation	3 1/2

The fourth-year course is entitled Internship IV—Teaching Experience. It is described as "application of educational foundations in a co-teacher role." It includes the following:

Area of Instruction	Clock Hours
Orientation: Roles, Responsibilities, Course Requirements	3 1/2
Team Teaching: Philosophy, Purposes	3 1/2
Team Teaching: Differentiated Roles—The Co-Teacher	3 1/2
Sensitivity Training	3 1/2
Micro-teaching	7
Refining old or constructing new curricular modules	3 1/2
Teaching or re-teaching the curricular modules	3 1/2
Problems of Instruction	17 1/2
a. developing self-discipline	
b. value formation in content	
c. concept formation in learning	
d. the slow learner	
e. the accelerated learner	
f. individualizing instruction	
g. others	
Innovations in Curriculum & Instruction	7
Professionalism: Rights, Responsibilities, Certification, Contracts	3 1/2
Test and Self Evaluations	3 1/2

Each course has had a coordinator (usually the director of the program), a graduate assistant who is field supervisor to the students in the work phase laboratory (public school assignment), and a number of experts as resource teachers from the College of Education faculty, from other college faculties, and from the Las Cruces Public Schools central office staffs or teaching faculties.

When the order of presentation has been established and the time allotted to the content area, the course coordinator works out the "expert" assignments. Each assignment is defined in a flexible fashion. The major concepts of the presentation are agreed upon in conference, and the resource person designs his materials, techniques, and presentations. The presentations have been led by individuals, by teams, and by combinations of these two. The course coordinator and co-teacher may participate in the presentation. The co-teacher (graduate assistant) has been present at all classwork.

Advance materials may be made available to students before the presentation for study or research, and/or materials may be used which have been specifically prepared for the classwork. Some of the resource people prepare their own materials or have them prepared through services available to them, but duplicating services and other means of material preparation are available through the program secretary.

A part of the rationale of the team operation is to bring the greatest expertness that the university and public school community affords in the content area to the situation. Another part is the desire to provide an extensive core of professional experience.

A procedure which experience has suggested is the future inclusion of many more pre-tests. Although the pre-test idea is not particularly innovative, the extension of its use in this program has much that is desirable to commend the practice. One factor is the expanded faculty or team who cannot as individuals know the total content, although they are apprised of the generalized concepts. A second factor, and it is thought to be of more importance, is the fact of on-the-job learnings which are derived from the public school laboratory. The laboratory is not conceived as making a contribution that is greatly different nor isolated from the activities of the professional course work. The teaching team and the coordinating committee will continue to discover learning products of the laboratory experience which need specific kinds of refinement. Moreover, critical evaluations will determine that certain knowledges, understandings, and skills must be included in the course and that others should be deliberately avoided to prevent the deadly repetition of what is already known and understood.

Finally, the eight semester hours of elected professional course work make possible the deepening of knowledge in any of the areas of the core. It also promotes, by recommendation, the exploration of innovations in education and the study of both the teaching and psychology of dealing with the disadvantaged.

THE MEXICAN AMERICAN CO-OP STUDENT

It was expected in New Mexico that a substantial number of the selectively recruited Cooperative students would be of Mexican American extraction. Of the current enrollees in the program, 60 (52 percent) come from this family background. There are large numbers of economically disadvantaged and talented people in this segment of New Mexico's population. Perhaps the most surprising factor is that this talent was identified in typical school settings where many times the Mexican American succeeds by overcoming many disadvantages not of his own making.

It should be noted for emphasis that the Mexican American students in the Cooperative Program are not selected because of national extraction. They are selected because they are highly qualified and have been subjected to the competition that exists when only 40 students can be selected each year. It is realistic to repeat, however, that they probably would not be in a college anywhere if it were not for the financial opportunity which is a part of the Cooperative Program. It should not be construed, since they are herein pointed out as a special group within the total group, that allowances are made for them. In fact, they bring some "extras" to the program without accompanying deficiencies. The experience thus far with these exceptionally fine young people is they are outstanding within the group. No attempt has been made through either an objective measure or a subjective judgment to rate these students in a rank order. To note in passing that their bilingual and cultural understandings have made it possible to single out several senior and junior students of Mexican American extraction

is to evaluate fairly. This judgment that they are superior in a select group is based upon actual observations of their effectiveness as assistant-teachers and co-teachers in the school setting.

It is especially appropriate to exemplify the achievement of the Mexican American student by pointing up the contribution of ten Mexican American students who have become the teacher-leaders even before they have finished their own teaching preparation. In this special K-3 program in bilingual education, a four-year experimental program in the Las Cruces schools, most of the students are from Mexican American families. In two of the four schools the instruction is in both Spanish and English. In the other two schools the instruction is in English. The Co-op students are the "professional personnel" in these programs. They are the teachers. Without them the program would have been discontinued. Moreover, the seniors have Mexican American aides. Their superior performance in this special program is a landmark for the Cooperative Program and for the contribution of the Mexican American Co-ops in the elementary education segment of the program.

In the enthusiasm for the successes of these Co-op students, it should not be assumed that these students have not had special problems. Most all of the Co-ops have had common problems. Money is always an issue because it was never intended that the Cooperative Program be a "plush" or "free ride" endeavor. All of the students have to borrow through NDEA loans to supplement their earnings. All of them have had to learn that they cannot spend the same money twice and they must reduce their desires for things in one area to enhance their wants in another area.

While the record will show that one Mexican American boy from a welfare family conceived of his selection to the Cooperative Program as "another handout" and he behaved as though he had no responsibilities for effort, the same can be said of several Anglo American students who also had this misconception. In all these cases the failure to accept what they were told and re-told in the first few weeks or months of their tenure has been emphasized dramatically. These short-term participants in the program have departed via dismissal.

The Mexican American Co-op has had some unique characteristics that have influenced certain ways of dealing with issues. Probably more than any other group they have demonstrated stronger ties to home and the home environment. Quite a few have had to make readjustments to sharing their earned monies with the family. During the work phase they sometimes get the impression they "have lots of money." Later in the study phase they recognize that the total monies would have been barely sufficient and there is no way to recover the money they now need. These descriptions are exceptions, but when they occur they are almost always with the Mexican American student. Likewise, the break with the home environment has been more difficult for these individuals. Fortunately, although no claim is made that the problem has been totally solved, the special treatment, in terms of small groupings and close relations to professional staff, especially to the field supervisors, has been a positive asset to help the Mexican American Co-op to weather the potential trauma of the sharp cleavage from home.

Finally, there are at least two professional issues which are deserving of comment. The first has to do with where the prepared teacher who has been in the Cooperative Program will begin his career and where his career will lead him. This issue is not specific to the Mexican American Co-op, but perhaps it has been hoped throughout the thinking which has permeated the design and implementation of the Cooperative Program that many of the Cooperative students would return to environments similar to those from which they came to engage in their teaching careers. There is little data to prove that such will be the case as the first group is on the threshold of being graduated from their pre-service preparatory programs. Although they all have been encouraged to consider the fine service they could render in these environments, probably some will find much reinforcement from the decision to return while others will not be so motivated. In a way the program by its salient features will discourage the return to disadvantaged schools. These "experienced beginners"[11] have been contacted considerably in advance of their graduation with offers from recruiters from several states. They have been told they will be hired on the salary schedule as though they had two years of professional experience. It appears there will be considerable competition for their services. It could be that the lure of economic advantages will be a strong determining factor as to where these unusually prepared teachers will begin their careers. Perhaps many people will understand the young Co-ops' decision if that is the way it goes. Their last four years have not been an advantaged fiscal experience. They have had to "do without" and "cut a few corners" to survive economically in the rather expensive experience of obtaining a college education

There is another variable which should be noted. It was assumed that the Mexican American Co-op would be most sympathetic to all the problems of the Mexican American learner. This assumption has not been totally true although they do have some basic understandings about certain specific problems. It became rather obvious, as they entered "teaching act" and "individual differences" phases of their professional preparation and the work phases coordinated with the professional course work, that certain of the Mexican American Co-ops were somewhat less sympathetic to the disinterested and lower achievers than was expected. These Co-ops had overcome these same difficulties; they had in many instances been over-achievers; and they had more than met the demands even with some environmental disadvantages at the school which affected learning opportunities. It appears they need just as much emphasis on individualizing instruction and meeting the specialized needs of Mexican American children who do not have the intrinsic motivations to overcome learning problems derived from language and cultural differences as do students who have less direct experiences with these differences. The recognition of the fallacious assumption has caused the teachers of the professional course work to include an emphasis that was not deemed necessary before the awareness of the problem stimulated action. Hopefully, the program now meets this need.

The Mexican American student is an important part of the Cooperative Program in Teacher Education. In the recruitment of future talent for this specialized program, it is desired that many young people who want to become teachers and who have the basic talents will come from Mexican American homes. Perhaps unfortunately, most of those

selected have been from New Mexico. Despite considerable publicity on a National scale, the out-state recruitment of such students has been too limited.

NOTES

[1]Jack O. L. Saunders and Donald C. Roush, "The Experienced Beginner," *Remaking the World of the Career Teacher,* National Commission on Teacher Education and Professional Standards, NEA, 1966, pp. 171-2.

[2]Jack O. L. Saunders and Donald C. Roush, "Teacher Education for the Talented," *School and Society,* March 16, 1968, p. 178.

[3]Ibid, p. 177.

[4]Jack O. L. Saunders and Donald C. Roush, "Design and Rationale for an Experienced Beginner in Teaching," *The Journal of Teacher Education,* Volume XVII, Number 2, Summer, 1966, p. 192.

[5]Donald C. Roush and Jack O. L. Saunders, "Tapping Human Resources for Teaching Through Cooperative Education," *Journal of Cooperative Education,* November, 1967, pp. 1-2.

[6]Loc. cit., *The Journal of Teacher Education*.

[7]Loc. cit., *School and Society*.

[8]Ibid., pp. 178-179.

[9]*New Mexico State University Bulletin, 1968-69. Undergraduate Catalog*, p. 186.

[10]Updated from Jack O. L. Saunders, *Design and Initiatory Implementation* [The Cooperative Program's Teacher Education] *Report No. 1.* Department of Elementary and Secondary Education, College of Teaching Education. NMSU Publication, 1965, p. 16.

[11]Op, cit., *Remaking the World of the Career Teacher*. p. 170.

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